Executive Summary School Accountability Report Card, 2005-2006

For   Marie C. Romero High School

Address: 4545 Airport Road   **Phone:**   805-227-2535
Principal: Art Westerfield   **Grade Span:**   Grades 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

   Marie C. Romero High School is located on the campus of El Paso de Robles Youth Correctional Facility and is one of the eight institutional schools within the California Department of Corrections and Rehabilitation, Division of Juvenile Justice. This institution is located on the Central Coast of California within San Luis Obispo County. The facility houses approximately 205 young men, whose average age is 17.1 years and length of stay is 16.5 months. The high school provides an education program that meets the state standards, including the areas of English Language Development, basic skills, special education and career-vocational training. Employability Skills and Impact of Crime on Victims are the character education classes that are an integral part of the curriculum. Our High School also has incorporated the values of "gate to gate" thinking and planning for all of our students. We work cooperatively with the entire facility in focusing our students with the goal of pre-parole planning and successful parole strategies.
The Mission Statement for MCRHS: "The goal of Marie C. Romero High School is to provide a safe and healthy learning environment within a correctional setting. Each student will be given the opportunity to change, and to reach his full potential, while pursuing high school graduation and pre-parole requirements."

Student Enrollment

Group	Enrollment
Number of students	207
African American	32.6%
American Indian or Alaska Native	1.0%
Asian	1.0%
Filipino	0%
Hispanic or Latino	55.6%
Pacific Islander	1.0%
White (not Hispanic)	7.8%
Multiple or No Response	1.0%
Socioeconomically Disadvantaged	100%
English Learners	42.4%
Students with Disabilities	34.6%

Teachers

Indicator	Teachers
Teachers with full credential	24
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

   The school's physical plant is generally in very good condition.

Repairs Needed

The roof of the Vocational Arts building housing Shops 50 and 51 needs major repairs. The current roof is metal and has rusted through in several locations. This has resulted in leakage into Shops 50 and 51, as well as, classrooms 52, 53, and 54. Temporary repairs allow us to use these areas in the interim.

Corrective Actions Taken or Planned

A proposal for Major Capital Outlay for installation of a new roof will be submitted in the coming year.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	100%
Health	100%
Science Laboratory Equipment (grades 9-12)	100%

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%

School Completion

Indicator	Result
Graduation Rate	100

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$
District	$
State	$7,127

Marie C. Romero's budgeted funds from Prop 98 were $3,839,663, Non-Prop 98 funds were $254,351. These 2005/06 funding sources are used for staff salaries, operating expenses and per pupil expenditures.

Academic Progress

Indicator	Result
2006 API Growth Score (from 2005 API Growth Report)	N/A
Statewide Rank (from 2005 API Base Report)	N/A
2006-07 Program Improvement Status	N/A

CEA schools are measured by the ASAM indicators.
Marie C. Romero's ASAM indicators:
2.0 average monthly credit earned rate.
24.6% of seniors graduated in their senior year.
208 of 208 long term students were given pre and post reading achievement tests during 05/06 and 128 of those showed growth.

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	3%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0%

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School Accountability Report Card
Reported for School Year 2005-06
Published During 2006-07

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at http://data1.cde.ca.gov/dataquest/, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information
This section provides the school's contact information.

School		District	
School Name	Marie C. Romero High School	**District Name**	California Education Authority
Street	4545 Airport Road	**Phone Number**	(916) 262-1500
City, State, Zip	Paso Robles, CA 93446	**Web Site**	www.cdcr.ca.gov
Phone Number	805-227-2535	**Superintendent**	Glenda Pressley (A)
Principal	Mr. Art Westerfield	**E-mail Address**	Glenda.Pressley@cdcr.ca.gov
E-mail Address	awesterfield@cya.ca.gov	**---**	---

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

School Description and Mission Statement
This section provides information about the school's goals and programs.

Marie C. Romero High School is located on the campus of El Paso de Robles Youth Correctional Facility and is one of the eight institutional schools within the *California Department of Corrections and Rehabilitation, Division of Juvenile Justice.*. Our institution is located on the Central Coast of California within San Luis Obispo County. The facility houses approximately 205 young men, whose average age is 17.1 years and length of stay is 16.5 months. The high school provides an education program that meets the state standards, including the areas of English Language Development, basic skills, special education and career-vocational training. Employability Skills and Impact of Crime on Victims are the character education classes that are an integral part of the curriculum. Our High School also has incorporated the values of "gate to gate" thinking and planning for all of our students. We work cooperatively with the entire facility in focusing our students with the goal of pre-parole planning and successful parole strategies.

The Mission Statement for MCRHS: *"The goal of Marie C. Romero High School is to provide a safe and healthy learning environment within a correctional setting. Each student will be given the opportunity to change, and to reach his full potential, while pursuing high school graduation and pre-parole requirements."*

Opportunities for Parental Involvement
This section provides information about opportunities for parents to become involved with school activities.

Parents are encouraged to visit their sons during regular visiting hours on Saturday and Sunday. Parents of special education students are encouraged to participate, in person or via telephone, in their son's Individual Education Plan meetings. The third Saturday of each month, the Ward Family Council meets in the Visiting Center. Parents are encouraged to attend these meetings and participate in the discussions concerning the full range of programs and services for their students. Parents are also encouraged to attend the annual graduation ceremony.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	-	Grade 8	-
Grade 1	-	Ungraded Elementary	-
Grade 2	-	Grade 9	42
Grade 3	-	Grade 10	69
Grade 4	-	Grade 11	56
Grade 5	-	Grade 12	38
Grade 6	-	Ungraded Secondary	0
Grade 7	-	Total Enrollment	205

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	32.6	White (not Hispanic)	7.8
American Indian or Alaska Native	1.0	Multiple or No Response	1.0
Asian	1.0	Socioeconomically Disadvantaged	100
Filipino	0	English Learners	42.4
Hispanic or Latino	55.6	Students with Disabilities	34.6
Pacific Islander	1.0	---	---

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2003-04 Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Number of Classrooms 33+	2004-05 Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Number of Classrooms 33+	2005-06 Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Number of Classrooms 33+
English	15	5	0	0	15	8	0	0	15	8	0	0
Mathematics	15	2	0	0	15	5	0	0	15	5	0	0
Science	15	2	0	0	15	2	0	0	15	2	0	0
Social Science	15	2	0	0	15	2	0	0	15	2	0	0

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating 2003-04	Percent of Students Participating 2004-05	Percent of Students Participating 2005-06
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The high school conducts quarterly fire drills in conjunction with the Security Section of the institution. We use the same drill for earthquake and natural disaster plans. The notification begins from the Main Control Center. Supervision of students during the drills is a joint responsibility between the faculty and the security team members.
School Security staff is responsible for all movement between classrooms, movements to and from school as well as searching students for contraband.

School Discipline Practices
This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

School rules are clearly posted inside each classroom. Students are expected to conduct themselves in a positive manner. Disruptive students are removed from the classroom and have intervention from their dormitory staff. Written records of misconduct are kept in an institution-wide data collection system. Students have multiple options to change their behavior. The school is working on creating a new behavior intervention strategy to promote positive learning.

Suspensions and Expulsions
This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

III. School Facilities

School Facility Conditions and Improvements
This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

16 of the original classrooms were built in 1954. The classrooms are clean and have been painted within the last six years. In 2004 all were upgraded with air conditioning. Heat is provided by a steam system. The new Special Education wing, built in 2000, has 8 new classrooms. The Vocational Buildings have 11 shops. These were also upgraded with new cooling systems in2004. The school is clean, minor repairs occur during the school year. Classrooms have bathrooms that are regularly cleaned on a schedule. Classrooms are considered small, however our class size is no greater than 18 students. The average teacher to student ratio is 1:12.0.

School Facility Good Repair Status
This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		

Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	NA		
Other			

IV. Teachers

Teacher Credentials
This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

	School			District
Teachers	**2003-04**	**2004-05**	**2005-06**	**2005-06**
With Full Credential	26	26	26	201
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions
This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	Pending
Total Teacher Misassignments	0	0	Pending
Vacant Teacher Positions	0	0	Pending

CEA schools are attempting to be 100 percent compliant in the assignments of teachers of English Learners by December 31, 2007.

Core Academic Classes Taught by No Child Left Behind Compliant Teachers
This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at http://www.cde.ca.gov/nclb/sr/tq/.

	Percent of Classes In Core Academic Subjects	
Location of Classes	**Taught by NCLB Compliant Teachers**	**Taught by Non-NCLB Compliant Teachers**
This School	100	0
All Schools in District	95%	5%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

Substitute Teacher Availability
This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Hiring and keeping an adequate pool of substitute teachers is a major concern for our High School. Currently we employ three substitute teachers and have need for more. Current State practices regarding hiring process for each substitute teacher takes upwards of three months to process and clear before hiring.

Teacher Evaluation Process
This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers are evaluated a minimum of one time per year. The evaluation process involved direct classroom observation by an assistant principal or site principal. A standard rubric of classroom observation is used during the evaluation period. The evaluation is intended to be a cooperative effort with the teacher describing the students and curriculum as well as a description of the various strategies used to help the students achieve. Evaluations also include a review of classroom operations, student files, student performance, classroom assessments, and student attendance.

V. Support Staff

Academic Counselors and Other Support Staff
This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	2	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	2	---
Resource Specialist (non-teaching)	6	---
Other (instructional aides)	8	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials
This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Current edition, adequate supply	0
Mathematics	Current edition, adequate supply	0
Science	Current edition, adequate supply	0
History-Social Science	Current edition, adequate supply	0
Foreign Language	Not taught	0
Health	Not taught	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	---	---	---	$57,090
District	---	---	---	$57,090
Percent Difference – School Site and District	---	---	---	
State	$7,127	---	---	$57,604
Percent Difference – School Site and State	---	---	---	1%

Marie C. Romero's budgeted funds from Prop 98 were $3,839,663, Non-Prop 98 funds were $254,351. These 2005/06 funding sources are used for staff salaries, operating expenses and per pupil expenditures. Title I funds totaled $323,566. Special Education Grant funds totaled $72,500.
The district budgeted totals for 05/06 Prop-98 were $45,741,631, Non-Prop $5,275,307, Title I $3,247, 632, Special Education Grant $1,089,117.

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

All of our students are eligible as Title I students and receive supplementary services in reading and mathematics

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/cs/ and http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54,528	$37,671
Mid-Range Teacher Salary	$57,090	$63,121
Highest Teacher Salary	$61,482	$78,630
Average Principal Salary (Elementary)	N/A	---
Average Principal Salary (Middle)	N/A	---
Average Principal Salary (High)	$74,258	$111,909
Superintendent Salary	$100,224	$163,061
Percent of Budget for Teacher Salaries	95	37.8%
Percent of Budget for Administrative Salaries	1%	5.2%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at http://star.cde.ca.gov. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	**2005**	**2006**	**2004**	**2005**	**2006**	**2004**	**2005**	**2006**
English-Language Arts	18	48	29	5.8	3	2.2	36	40	42
Mathematics	38.6	33	14	2.5	1.5	3.5	34	38	40
Science		25	0	2.5	0.7	1.7	25	27	35
History-Social Science		10	6	4	1.8	0.5	29	32	33

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	**Mathematics**	**Science**	**History-Social Science**
African American	27	25		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	30	13		
Pacific Islander				
White (not Hispanic)				
Male	27	25		
Female	---	---		
Economically Disadvantaged	28	14		
English Learners	30	10		
Students with Disabilities	10	2		
Students Receiving Migrant Education Services	---	----		

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at http://star.cde.ca.gov/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	8	No Data	No Data	8.2	No Data	No Data	43	41	42
Mathematics	5	No Data	No Data	6.6	No Data	No Data	51	52	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	N/A	N/A
American Indian or Alaska Native	N/A	N/A
Asian	N/A	N/A
Filipino	N/A	N/A
Hispanic or Latino	N/A	N/A
Pacific Islander	N/A	N/A
White (not Hispanic)	N/A	N/A
Male	N/A	N/A
Female	N/A	N/A
Economically Disadvantaged	N/A	N/A
English Learners	N/A	N/A
Students with Disabilities	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	2			4			16		
10	6			9			24		
11	12			11			30		
12	2			21			30		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/pf/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	N/A
7	N/A
9	47%

IX. Accountability

Academic Performance Index

Adequate Yearly Progress

Federal Intervention Program
As an alternative school, Marie C. Romero High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate
This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0	0	0	0	0	0	3.2	3.3	3.1
Graduation Rate	0	0	0	0	0	0	86.7	85.3	84.9

The graduation formula used by SARC will erroneously yield a figure of 100% when applied to schools which do not permit students to drop out, regardless of the true rate at which students are graduating. Therefore, a SARC graduation rate cannot be computed for Marie C. Romero High School. However, the percentage of seniors graduating within their senior year at Marie C. Romero High is shown in the table below, as computed by the CSIS *LEA Enrollment Summary* for CBEDS 2005-06.

Completion of High School Graduation Requirements
Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	100	25.3	---
African American	100	6.5	---
American Indian or Alaska Native		0.2	---
Asian		2.1	---
Filipino		2.1	---
Hispanic or Latino	100	12.2	---

		0.2	---
Pacific Islander		0.2	---
White (not Hispanic)		4.1	---
Socioeconomically Disadvantaged	100	25.3	---
English Learners	No Data	7.3	---
Students with Disabilities	No Data	7.9	---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

We offer Construction Technology, Mill and Cabinet, Masonry, Landscaping classes for our students. The students generally take one semester of instruction in one or more of these classes.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils	66
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

We do not currently offer a college admission test preparation course(s).

SAT Reasoning Test
This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can be found at the CDE Web site at http://www.cde.ca.gov/ds/sp/ai/. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	0	0	0
Average Verbal Score			
Average Math Score			
Average Writing Score	---	---	

XI. Instructional Planning and Scheduling

School Instruction and Leadership
This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The teachers have received training in the use of cooperative learning as well as specifically designed instruction for students of second language. The teachers in the literacy classes have also received implicit instruction on strategies in the classroom to ensure that students are gaining reading comprehension, developing oral reading skills and writing skills. The school has a site-based leadership team that provides guidance and communication related to achieving the Schoolwide goals.

Professional Development
This section provides information about the program for training the school's teachers and other professional staff.

MCRHS has ten duty free professional development days. They are on the school master calendar that is developed each year. During the development days the faculty works on issues supporting accreditation, institutional safety, employee safety as well as new policy and procedures.
Additionally, teachers and faculty members may continue education by attending conferences, SELPA activities and training sponsored by the Correctional Education Authority.

Instructional Minutes
This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000
9	72,600	64,800
10	72,600	64,800
11	72,600	64,800
12	72,600	64,800

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	232	180 days
10	232	180 days
11	232	180 days
12	232	180 days

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

49 days are scheduled for student advising and counseling.